

**Report on the
Wisconsin School Library Summit**
*Envisioning 21st Century Learners and
School Library Media Programs*
April 29 & 30, 2010

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Executive Summary

On April 29 and 30, 2010 approximately 65 stakeholders (DPI, WSBA, classroom teachers, library media specialists, and administrators) representing urban, suburban and rural settings from around the state came together in Wausau, WI to deal with the problem of reduced budgets and increasing student need for library media services. Using a planning framework with the questions “Where are we now?” “Where do we want to be?” and “How will we get to where we want to be?” they engaged in discussions which built shared knowledge about the current situation, created a vision of the future, and identified priority strategies and action teams. A key next step will be to further define a vision of the future as there was some diversity of opinion within the group.

Current Situation

Participants defined elements of 21st Century learning based on input from students, teachers, administrators, board members, business owners, and parents. Participants were exposed to current data regarding average staffing levels across the state over time. It was agreed that

- 1) students have a great need to understand and be able to use 21st Century skills in order to be successful in college and employment
- 2) library media specialists provide critical support for development of these skills
- 3) budget cuts the state have drastically reduced the number of library media specialists across the state, with Milwaukee and rural districts particularly hard hit

Key Elements of a Vision

1. Equitable and Universal access beyond walls (57 votes)
2. An LM program intentionally engages all subjects, students, teachers in developing 21st century skills. (50 votes)
3. Focus on 21st Century Professional Learning Community – School leaders in this (31 votes)
4. Library as a hub for active learning (26 votes)
5. Well staffed programs (19 votes)
6. Collaboration (14 votes)
7. Learners are prepared for their future (14 votes)
8. LMS is actively involved in school and district leadership (8 votes)

Action Teams

Planning Committee members* each took the lead for 4 Action Teams based on the top strategies (which were merged). Participants joined Action Teams by area of interest:

- **Teacher Licensure.** Institutionalize change. Require all teachers to have information literacy training for licensure (40) Inquiry-based learning more project-based throughout curriculum (13) Identify what the inequity issues are related to, i.e. language, jobs, transportation (not losing CSF ever) (3) Reallocate resources, such as where CSF is most needed (3)

- **Staffing Models.** Explore new delivery systems, i.e. roving librarians, virtual librarians, teams into buildings to model & move on (32) Implement different staffing models—how LMS’s are assigned (24)
- **Accountability.** Establish accountability for who teaches what. Expectations based on students’ needs. Move accountability to Curriculum in DPI (32)
- **Communication.** Build awareness of libraries & bring community into library (14 votes) Standardized test results linked to library program (4) Clarify role of LMS (4)

**Refer to Planning Team members for team membership and action plans.*

Participant Feedback

On a scale of 1-5, with 1 = “waste of time” and 5 = “very valuable,” the overall rating for April 29 was 4.5. The overall rating of April 30 was 4.35. Comments indicated some general themes: Participants appreciated

- the diversity of views
- the opportunity to dialogue at their tables
- that this important issue is being tackled,
- the facilitation at the table teams and generally
- the need to think differently, and
- the action-orientation

Participants would have liked more time for dialogue and discussion, particularly of the Vision. Overall, participants felt positive progress was made and are looking forward to next steps.

Next Steps

1. The Planning Team will meet within 2 weeks to review results of Summit and determine specific next steps. A Steering Committee will be formed to guide the progress of the Action Teams.
2. Action Teams will develop specific action plans with timelines which they will submit to the Steering Committee for coordination.
3. Action Team Leaders will utilize the templates provided during the Summit to lead their groups. Minutes will be submitted to the Steering Committee for coordination across groups.
4. Another Summit will be scheduled to review results of the Action Teams and determine next steps.
5. A sub-group will meet to further develop Vision and Core Values. These will be reviewed and approved by _____ (group/timeframe).

Agenda

April 29 & 30, 2010

Summit Purpose: Develop a clear course of action to ensure all Wisconsin PK-12 students are provided with an education that includes 21st century learning opportunities supported by a strong school library media program.

Desired Outcomes:

- 1) Understand current situation: *Where are we now and why?*
- 2) Identify 21st Century vision for library media program in Wisconsin: *Where do we want to be?*
- 3) Identify 2-3 priorities for accomplishing the vision: *How will we get to where we want to be?*
- 4) Create action steps and synergy for moving forward

Thursday, Apr. 29

5:00 p.m. Gather/Check-in
5:30 p.m. Working Dinner
6:30 - 8:30 p.m. Welcome by Rick Grobschmidt, Assistant State Superintendent for Libraries, Technology and Community Learning

Introductions and Overview

- Who are our 21st century students?
- Who are our “consumers?”
- What experiences/perspectives do you bring to this conversation?

Friday, Apr. 30

7:30 a.m. Breakfast
8:00 a.m. Welcome Back
Framing the “Problemtunity” Part 2
9:45 a.m. Break
10:00 a.m. Small Groups Vision Work
Large Group Report Out
11:30 a.m. Lunch
12:30 p.m. Remarks by State Superintendent Tony Evers
1:00 p.m. Introduction to Afternoon Work

- Small Groups Priority Setting
- Large Group Report Out

2:15 p.m. Break
2:30 p.m. Action Teams Meeting
3:45 p.m. Large Group Summary and Next Steps
4:00 p.m. Adjourn

5 Core Questions

Participants were introduced to QLD's Framework for Shared Responsibility. The 5 Core Questions align with Focus, Reflection, Collaboration, and Leadership Capacity building. These questions were used to frame the work of the Summit.

5 Core Questions



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Essential Question: Where are we now?

To answer “Who are our 21st Century Students, Who are Our Consumers, and What Do They Want?” participants viewed video clips of students discussing their needs, and listened to a Panel Discussion involving a board member/business owner, teacher and parents. Table teams then reflected on what was learned using a technique called “Ah Ha & Oh No.” Ah ha’s are positive insights gained, Oh No’s are concerns or fears.

Top Ah-Ha’s and Oh-No’s from each Table Team

Ah Ha!	Oh No!
<ul style="list-style-type: none">• The 3 W’s• Teach me to think, etc.• LMS addressing achievement GAP• Social context• 21st Skills teacher• Holistic movement• Educating parents• Changing skills immigrants/natives	<ul style="list-style-type: none">• Leadership unprepared; not knowledgeable using tools vs. thinking• Digital haves/haves not• Digital divide (ditto above)• 63% teachers not using• Lack of resources• Positions in transition• Budget cuts

To collectively understand 21st Century learning needs and the impact of Library Media, participants read articles:

- “Framework for 21st Century Learning” from Partnership for 21st Century Skills
- “Student Learning Through Wisconsin School Libraries” from DPI
- “What Should an Administrator Expect a School Library Media Specialist to Be?” by Carl Harvey

They also viewed two video clips, one from Henrico County and one from Rice Lake, each describing the role of the library media specialist. Table teams then engaged in a reflection activity called “What (was learned) & So What (implications)?”

What / So What from each Team Table

What Was Learned/So What

1. LMS should be resource locator and is the embedded librarian for entire school.
2. LMS exemplifies using 21st Century Skills – developing SMART Goals – important in planning
3. List of Carl Harvey is overwhelming but “sight on”. What happens in building without LMS?
4. Harvey list is excellent evaluation tool for LMS.
5. Can also be “job description.” List is low it should be...but too much to be realistic is like building a flying airplane.
6. Last point “collaboration” needs to be in place...or LMS cannot function...“reading” is missing in list.
7. It is important for LMS to market themselves and be “global leaders” in school.
8. LMS bring unique set of necessary skills on learning teams.
9. True collaboration requires “respect” to work.

Individual What & So What

What was learned?	What are the implications?
All very familiar with the study and the other 19 states and provinces Harvey – knew most of this but...	Understanding that these LMS ____ will have an input on student learning. Important detail missing – literacy and reading
Are LMS doing the necessary work to educate the public about their role in schools?	Is that LMS should be able to ____ many task.
Trash and treasure wouldn't complete projects with same quality of work.	
Articles: There is great value in LM programs. Respect is important Videos: Collaboration was key Teachers rely on librarians to teach those skills	These traits are attributes of a person not a machine, collaborate. Librarians seem integral to school success. If she doesn't know she takes the time to learn it! Kids see that! We might never be done!
Guide on the side. Projects coach. Too much emphasis on saving jobs. Testimonial MS has a curriculum Managing Web 2.0	

**Note: _____ indicates word indecipherable*

What was learned?	What are the implications?
<p>LMC Program dependent on the specialist. Article – Very general statement No indicator of library management – collection, databases, etc. Our librarian “level” has not changed. H _____ - where is an exemplary _____ in WI? Example of what an LMC person must do.</p>	<p>Individuals determine success of individual program. No real “what” and consequences if no LMS is there. Administration doesn’t know the entire job – what are your management skills? What are the ways we can encourage all students in our spaces (reading areas, “hangout” areas, book in table – the “level of a bookstore”) or will we keep them out due to our look and feel? What didn’t we see? Students in workgroups. Facilitators that support working together.</p>
<p>Henrico video – good job of showcasing some of the things expected in a decent library.</p>	<p>Rice Lake – LMS Role varied and serves students and staff.</p>
<p>Value of program</p>	<p>Steve’s slide of 4 reasons. Reality of competition among positions for \$ 2012 NAEP Harvey article “reading”? Reality – collaborative planning and teaching is essential, but in the elementary setting “prep time”</p>
<p>Personality Evaluation tool Resources unlimited – internet ESL standards Helps prepare for college</p>	<p>Impact on program Improvement plans Need someone to help/direct Finding resources</p>
<p>LMS impact is significant and goes up by grade. LMS have an impact across the school. The videos show how much collaboration and a commitment to innovation and growing the LMS program are influential in overall success.</p>	<p>If you want prepared graduates, maintain a quality LMS program. If you want to settle for basic literacy only. The LMS needs to be part of a school’s instructional leadership team. The disposition to collaborate and learn continuously is essential to strong LMS.</p>
<p>Study WI Fact School: Trained LMS is vital to schools and student achievement. Carl Harvey: LMS is everything! Videos: It’s the person! Knowledgeable, collaborative, outreach, skills.</p>	<p>Must have trained and practicing LMS in schools, actively practicing integration. Make sure that LMS in place is fulfilling the role and practicing as in all areas/evals. What do we do that is different and effective? Make sure we get that done!! Prioritize Advocacy</p>

<p>MS: 9% in reading HS: 8% reading, 19% Lang Arts</p> <p>Videos: Help with _____ Curriculum expert Resources – locate eval “___ & ___” Print and Elec. Tools Research process Promote reading (literacy) Variety of materials eReader/print Recommendations Cares about kids</p>	<p>Top 3: Support teachers and kids - _____ Research process Promote reading. Essential skills Not in Carl Harvey article</p>
<p>Staffing 19% of variation statistic Personality</p> <p>02.3 1299 – 0910 1019 1019 ten year loss 280 100 in last year</p> <p>Huge loss of LMS; LMS impacts learning</p> <p>LMS person makes impact.</p> <p>LMS energy VIP</p> <p>Carl Harvey listen _____ target but misses budget and administration and misses reading</p> <p>Henrico Co – solid but missing conversation theory and participation learning and role of information in generating creative ideas and moving to innovations. Miss library as laboratory and exploration. Build on SOLs</p> <p>How Rice Lake affects!!</p> <p>Do not use Rice Lake</p> <p>Missing all WI children in system network</p> <p>Missing: role of conversation in learning and how librarians foster that.</p> <p>Creating motivation/ information</p>	<p>Put more librarians in schools and strengthen programs that encourage kids. Hiring and preparation. Require library process with library media specialist.</p> <p>Standard H needs number Student learning is threatened Need the person</p> <p>Feed them! (joke)</p> <p>Good for job description, evaluation and PD of LMS</p> <p>We have a lot of work ahead to move the field forward.</p>

What was learned?	What are the implications?
<p>Research study data is available to direct practice.</p> <p>LM impacts levels to varying degrees.</p> <p>Characteristics are identifiable that impact achievement.</p> <p>Exemplify 21st Century person – leaders, communication, knowledge seeker, professional, dev. fac.</p>	<p>Share research to determine how it can be used state local levels.</p> <p>Review data on state level to see differentiation of staffing.</p> <p>Districts could use this information to develop plan for improvement.</p> <p>Communicate and effectively utilize this persona as a professional resource.</p>
<p>School libraries impact WCKE scores</p> <p>Traits of best practice have been collected and outlined.</p> <p>LMS as innovator, push to think/work around obstacles.</p> <p>See dynamics of building</p> <p>Role is varied-like that different teachers and students viewpoints were shared</p>	<p>School library programs impact student achievement.</p>
<p>WKCE scores improve significantly for students who have access to school library programming.</p> <p>When we have a strong LMS & LMC impact student learning.</p> <p>The LMS helps students learn about the research process.</p> <p>The evaluation of LMS</p>	<p>The LMC is the learning but for the entire school community.</p> <p>The LMS supports technology integration (the use of electronic resources and tools to support student learning.</p> <p>Not all libraries are staffed strong, put in ex, focus on personalities need personnel. As people train there is a disposition to be proactive.</p> <p>The LMS plays a very large role in helping the entire school community develop skill sets and competencies through careful planning, collaboration and participation in school activities.</p>

What was learned?	What are the implications?
<p>Students who have a strong LMS program with a strong LMS do better on standardized tests.</p> <p>LMS needs to be visible and willing to be a change agent.</p> <p>LMS has many roles from teacher to leader but does not work alone is best when support with his/her school community.</p> <p>Evolution of LMS</p> <p>Those who have LMS are impacted.</p> <p>Pictures – video – you see collaboration among students.</p>	<p>Not all libraries are staffed.</p> <p>LMS needs to have the qualities of leaders.</p>
<p>Broad perspective, enthusiastic, knowledgeable, collaborative, initiates</p> <p>Need to be visible</p> <p>Teacher, collaborator, resource locator, communicator, leader, PD provider, innovator, global perspective, love to learn, tech integrator, not alone.</p> <p>Evolving constantly</p>	<p>Interdisciplinary</p> <p>Develop professional norms for “habitudes”</p> <p>Collegial support, encouragement, motivation</p> <p>New strategies</p> <p>Observable balance, clear objectives, priorities</p> <p>Continuous awareness</p>
<p>LMS touches every student</p> <p>LMS needs to be an integrator</p> <p>Teacher and teacher of teachers</p>	<p>Should be involved in RtI/BCTs co-teacher (not TA)</p> <p>Needs systematic way for all to understand and implement role of LMS</p> <p>Systems support: time, training. program (formal)</p>
<p>DPI Student Learning:</p> <ol style="list-style-type: none"> 1. Need more PR on the role of the media specialist. 2. define the role to all stakeholders <p>Harvey Handout:</p> <ol style="list-style-type: none"> 1. Carl Harvey’s right! 	<ol style="list-style-type: none"> 1. How can this be done? WEMTA conference? WEMTA website? WEMTA LMS network? 2. Develop strategies to get this info/role/etc. to stakeholders including the LMSs. <p>What happens if there is no one tending to these?</p> <p>Essential skills or 21st Century skills or whatever you want to define these – takes a collaborative</p>

<p>“add onto everything going on in classroom” “essential skills” – keep the focus – not a position an essential piece of learning.</p>	<p>effort in a school. The LMS brings knowledge of those skills to the classroom learning and assists in the integration of these skills.</p>
<p>The list is overwhelming but Carl Harvey is right!</p> <p>Videos: The role of the LMS has expanded as much as the world of technology has expanded.</p>	<p>What happens in buildings that have no LMS to fill all those roles...who is the glue? Some buildings have no idea what they are missing...so they don't/can't advocate for it...</p> <p>The LMS needs to keep up as much as possible...can't be done without collaboration and support. How do LMS prioritize in this world of cutbacks? Remaining positive? Walk and chew gum at the same time without hurting themselves.</p>
<p>Expectations start from within the person and need to be communicated to others.</p> <p>Expectations also come from leaders.</p> <p>Henrico looked unified – at least those who we heard from.</p>	<p>Professional development needs to address expectations.</p> <p>WEMTA needs to determine & share expectations.</p> <p>Need for local, regional, state professional development.</p>
	<p>Where there is no LMS/appropriate staffing, who facilitates these roles? Where there is no LMS how do stakeholders know what they are missing? Need accurate job description/evaluations reflect these characteristics...speaks to administration, valuable tool.</p> <p>LMS and educational leaders need to learn prioritizing in a positive way where roles have expanded but positions have diminished.</p> <p>Systemic</p> <p>Rewrite Carl Harvey from student outcome point of view.</p>
<p>Proportion of variance in WKCE performance.</p> <p>Roles IMC specialist can play in helping classroom teachers.</p> <p>Collaborator</p> <p>Best practices</p>	<p>Improvement of student performance.</p> <p>As a collaborator in the building, that person is then respected by the whole staff.</p> <p>Integral part</p>

Innovations/creativity collaboration	Integration of all subjects/the valuable resource that the LMS is. Paradigm shift.
1 st article: How important a strong LMS is and how to great it. 2 nd article: Collaboration in a respectfully appreciative thorough way. Videos: Not the same job 5-10 years ago. Underlying foundation of support. Collaboration with the shift.	How to get WKCE scores more tightly tied to 21 st Century skills then to LMS Equally important as an administrator. While teachers/students work to adapt to 21 st Century skills, they are demanding (non-vocally) for a helpful hand.
Study: High impact in middle schools; high impact of full time librarians. Harvey: Administrator must expect the librarian to be a collaborator. Video: Henrico County SD & Rice Lake HS – reliance on the librarian, joy of learning, sharing, collaborating. No matter how they change, things stay the same. Teachers relying on librarians to teach info lit skills. Value of librarian with global view of the school.	Give up __.2% gain with sharing schools – what’s revision of WKCE going to do? Thru collaboration the librarians earns the respect of the administrator and classroom teachers. Difficulties of doing job on part-time basis. Change is on the fly – remember 68% of the teachers don’t use technology in their teaching. Paradigm shift by all educators – integration of librarian program to school curriculum – how do we think differently about roles of teachers and administrators in terms of kids learning?
Full time librarian = greater impact on academic test scores. Respect – collaboration Videos: changing role of librarians – vital in all areas. Collaboration – integration of all subjects. Changing on the fly all the time to meet needs.	What happens as positions are lost? Some people still have old image of what librarians do. Change agent within schools.
A strong library program has a greater impact at the middle and high school levels. Strong administration support is imperative. LMS. School wide global instructor and professional leaders. Information detective and sharer – sifting through information. Winnowing the treasure from the trash. Identifying what’s accurate and appropriate. LMS teaches researching so the content teacher can focus on the basic content.	How can the LMS be a change agent? How does the LMS serve as an information leader and integrator. How do we prepare graduate students (teachers) to be an effective LMS?

What was learned?	What are the implications?
<p>Little correlation between 21st Century literacy and SLTWSL study.</p> <p>Critical thinking skills are enhanced by a FTE LMS in the school.</p> <p>Professional development is key strength provided by LMS.</p> <p>School librarian – digital information – critical thinking skills. Greatly enhanced. LMS – adult teacher in the classroom.</p>	<p>LMS & school librarian enhances education learned and information _____ and adds depth and multi-dimensions in their knowledge base and skills.</p>
<p>I guess I expected to see more integration of technology tools and resources to enhance curriculum (Web 2.0) Reading I believe is foundational and should be expected and maybe that's why it's not specifically showing up in the documents.</p>	<p>We still have a long way to go. We need to continue to evolve and truly offer the necessary training for LMS if they are to realize their true potential.</p>
<p>Study _____ to WKCE skills. Library media specialist must be a collaborator on many levels. Lots time spent communicating electronically.</p> <p>Library media specialist help students sort trash vs. treasure. "Problem." Project based learning ties it all together. Library media work is evolving and will continue to evolve.</p>	<p>How does this input 21st Century skills?</p> <p>Library MS is the change agent helping people use Web 2.0 tools to become proficient in new literacy's.</p>
<p>LMS – change agents.</p> <p>The need for a strong LMC with all working to support it – and the LMS supporting theirs.</p> <p>LMS – global view</p> <p>LMS collaborator, communicator</p> <p>LMS provide support and encouragement to students and teachers – expanding horizons.</p>	<p>Keeps "school/people" fresh.</p> <p>Being the core key part that makes all others moving forward.</p> <p>As a model for all people to view globally.</p> <p>All schools/groups work better with these traits</p> <p>Continued growth – continued progress and learning.</p>

What was learned?	What are the implications?
<p>Research Main Points of Group: Meaning of administration support. Student not tied to 21st Century skills, tied to WKCE reading test scores. Looking at what was, not where we should be going.</p> <p>Harvey: Must work with others and continue to learn – there is a curriculum. LMS is responsible for critical thinking skills. Need to get outside library. Need to have skills and dispositions to carry out roles. Need to the staff development role to changing education. We don't teach what you teach, but we make it better. Need true collaboration.</p> <p>Video: Specific skills taught by LMS. Sifting information skills more important than finding. In project-based learning. In problem-based learning. Need to see more tech. integration (Web 2.0 tools). Additional teacher in the classroom.</p>	<p>Need for LMS to be collaborator on many levels (with teachers, students, administration, other LMS) and who knows and ties together context area curriculum at 21st Century skills in the school.</p> <p>With a focus on student learning, LMS is part of essential collaboration. Librarian brings to teaching team special skills and knowledge to improve instruction for all children. Various strategies, differentiation, information resources, engagement strategies. Model teaming for students. Co-planning, not just service level. Teachers need professional development, encouragement to team.</p> <p>Need to define these skills for today's world: Evolving job and student uses of information (from finding to creating knowledge). Transliteracy (literacy in many forms) LMS function as change agent.</p>
<p>"Quality" LMS leads to higher student achievement.</p> <p>LMS cooperatively implements curriculum – administration, teachers, students.</p> <p>LMS – model the best practices of quality instruction.</p> <p>LMS is the "embedded" librarian for school.</p> <p>LMS "Is like having another teacher"</p> <p>LMS the "job" has changed in the 21st Century.</p>	<p>If you want to increase achievement rely on "quality" LMS program.</p> <p>Def. of quality program. Close working relationship with C&I, admin. and teachers.</p> <p>LMS job description is very comprehensive.</p> <p>LMS need to be the school resource person.</p> <p>How can just the "one" classroom teacher meet the needs of all students?</p> <p>LMS – have all the LMS made the change to the 21st Century? How do we get there?</p>
<p>WKCE: impact on student performance.</p> <p>Strong administrative support</p> <p>LMS is the cadre. Work with teachers and students.</p>	<p>Sharing with stakeholders.</p>

<p>Being visible.</p> <p>Expanding the horizon for both Ts and Ss.</p> <p>The job has changed.</p> <p>LMS provide support for S & T to expand learning and horizon.</p> <p>Focus on student learning.</p>	<p>Being in classes, curriculum.</p> <p>Has the libraries changed to reflect this?</p> <p>All need to change paradigm. T, S, admin.</p>
<p>Change agent – raise expectations.</p> <p>LMS – based on library personality.</p> <p>Librarians – don’t work alone embedded librarian. Can’t be excellent if no collaboration.</p> <p>Help kids find information.</p> <p>Check out books.</p> <p>Catalyst, driver.</p>	<p>New skills for all being taught.</p> <p>High expectations.</p> <p>Successful program. Developing plans carryout.</p> <p>Be able to do it at the college level.</p> <p>Technology</p> <p>Expanding horizon on an ongoing basis.</p>
<p>LMS must be visible.</p> <p>LMC – try new things</p> <p>Librarians don’t work alone</p> <p>Embedded librarians</p> <p>Teachers seek out eh LMS</p> <p>Big 6</p> <p>Use fiction and non-fiction</p> <p>Students recognize the value of the LMS</p> <p>LMS provides the support to students and teachers. Catalyst driver.</p>	<p>Making self available to all (teachers, other LMS) Help teachers change.</p> <p>Developing plans and carrying them out</p> <p>Collaboration</p> <p>Information technology</p> <p>Take skills and apply to college level</p> <p>Expanded the horizons of all people they work with. Have we all made the paradigm shift to make this happen?</p>

What was learned?	What are the implications?
<p>WKCE data from study is key! Curriculum support is key! Engagement. These are the attributes for all good educators. LMS exemplify 21st Century learning qualities. Opens the door to information. Love of reading. ELL graphic novels. Innovation creativity problem solving. Help next year in college with research. How LMS help teachers. Big six. Expanding horizons teachers and students.</p>	<p>Programs that are well staffed impact student achievement. Embedded librarian. Video production is a great way to market your program. How to move LMS? Have we all made the paradigm shift (student, teachers, administrator, LMS)?</p>
<p>Role of LMS – innovation, integration, _____ Stu achieve impact by LMS; Leader-teacher and School leader</p> <p>Harvey: role on SI teams is _____ dependent and situational. Global perspective – proactive.</p> <p>Video: advocating for people and positions is counterproductive. _____ & reading.</p>	<p>Leadership to understand quality program – integrated. Ed schools bds. and comm.</p> <p>How do we nurture leadership & support for a focus on student outcomes regarding 21st Century skills – wherever that leadership comes (forget _____ & places)</p> <p>Can we think differently? Focus on student learning and all possible _____ to support that.</p>
<p>Effective LMS are school leaders – helping to drive technology and 21st Century learning and improve student performance/learning visible, active, motivating LMS = quality LMS.</p> <p>In the last year, 100 LMS positions have been lost statewide, huge inequity in services provided as a result.</p> <p>Effective LMS bring a global perspective to school leadership because they are a _____ presence; it is about a role not a space or a position.</p> <p>How important the role of LMS skills is in helping students search for information and how important a role they can plan in encouraging students to read and understand.</p>	<p>Need to educate boards and administration (supts, principals, business office) parents, communities about this role. That quality LMS programs play in improving student learning.</p> <p>Are we preparing new LMS to think, lead and change? This WILL have an impact on student performance/learning.</p> <p>Budget and position cuts are forcing to withdraw from the _____ presence. Being a _____ presence requires collaboration.</p> <p>Relationships. Collaboration. Create new association of old material with enriching material. Can we think differently? Focus on students and teacher needs (student learning) focus not on what we don't have, focus on what we do have.</p>

What was learned?	What are the implications?
<p>The percentages of variances in WKCE scores.</p> <p>Videos: this is what is.....</p> <p>In an institution (schools) that is all about people we continue to cut people to help kids.</p>	<p>LMS must be involved in the entire educational process and throughout the building. Leadership second only to the principal.</p> <p>Where do we go since there's no \$ for what is/has been?</p> <p>I may end up homeschooling my grandchildren at the public library!!</p>
<p>If you want to make a difference in regard to academic achievement, need active library-media programs where LMS is a leader.</p> <p>Books are still important to kids.</p> <p>Importance of finding rel. info.</p>	<p>Be visible – involved. Educate our boards, principals, communities about how vital LMS staff are. Lead, think and change. LMSs should be integral parts of school improvement plans/teams. LMSs are proactive. Need for leadership, provide global leadership involved in every aspect. Marketing issue.</p> <p>Kids will enjoy reading if LMS points them in the right direction and address their interests.</p> <p>Focus on student learning.</p>
<p>Leadership: LMS impact WKCE scores. LMS the heart of school. LMS teaching & learning.</p> <p>Carl Harvey</p> <p>Today's library video: Technology and books are important together driving the curriculum in all subject areas. Collaborate and research.</p>	<p>Educate community/board (marketing) administration and teachers, etc.</p> <p>LMS must market their value, as an innovator, leader, etc.</p> <p>Keep focus on student learning.</p>
<p>LMS impacts test scores.</p> <p>Collaboration. Embedded librarian. What about reading?</p> <p>Skills hasn't _____ helping people find info they want/new tools have changed.</p>	<p>Different LMS training skills set - ____/think/change/marketing to board/communities/administrators</p> <p>It's about _____.</p>
<p>21st Century teacher leaders</p> <p>Video: focus on needs of students and teachers</p> <p>School leaders helping</p>	<p>Need to redefine role for general pop of educators/pre-service/and public.</p> <p>Not about space.</p>

<p>Aha – nothing new</p> <p>Teacher, leader, thinker</p> <p>Global perspective</p>	<p>Great equalizer.</p> <p>Video: how to meet those needs.</p> <p>Embedded librarian.</p> <p>Can we think differently?</p>
<p>Biggest gain in WKCE were at HS but various was K-12 3-19%</p> <p>LMS Staffing Data 02-03 1292 09-10 1018 Down 274 over 7 years.</p> <p>Who sees the student learning through school librarian information?</p> <p>Carl Harvey handout</p> <p>Videos: teachers and kids needs to work together. What's in a name?</p>	<p>If needed, its P HS, then MS, then EL</p> <p>Training?</p> <p>LMS folks need time to do their jobs, the ability to schedule their day.</p>
<p>Greatest impact at middle school with robust LM program.</p> <p>Higher ed (teacher ed) still not aware of role of LMS – collaboration not included in methods courses.</p> <p>Responsibilities of LM position are all important but overwhelming.</p> <p>Video – title of position in some schools I “information specialist.”</p> <p>Focus must be on student learning not on “saving the job.”</p>	<p>More active involvement with C&D professors is essential.</p> <p>Define priorities as one person can't do it all.</p> <p>Need to have some way to rebrand the perception of LMS role in WI; sometimes a change in vocabulary helps.</p> <p>We need to do better marketing - help parents, administrators, boards see how the roles of a LMS position improve student learning.</p>
<p>Critical thinking</p> <p>Crucial role in student learning. Enabling “information spec”</p> <p>Valuable resource</p>	<p>More collaboration</p> <p>How eval moving target?</p>

What was learned?	What are the implications?
<p>Not just building but staff</p> <p>Engaged in teaching learning and not just a body, not just a space.</p> <p>Merge/model best practices.</p> <p>Evolution</p> <p>Teachers and administration don't know what to look for and expect. So when _____ programs are happening a simple solution is to cut. No one's lack of understanding is exposed and how it's easy to coach the decision under lack-of-funding issues. This is happening, some of these schools are the _____ "instructional coaches", instructional technology roles instead.</p> <p>Focus on student learning.</p>	<p>Looking at shifting views on _____</p> <p>We can't expect everyone else to do it if we don't</p> <p>Harder to meet expectations. Everyone knows what the math teacher does.</p>
<p>Middle school LMC showed significant greatest impact on WKCEs. Poor or no LMC/LMS was as critical in WCKE as socio-economic factors. Engaged LMS staff were key to this difference. Administrators support are key to quality LMC. LMCs role as resource for whole school not just students. LMS as a teacher and IT support.</p> <p>Harvey sheet is wonderful but physically possible? Do school board and administrators and colleges know this?</p> <p>Focus on student learning and not position.</p>	<p>Low test scores – don't just work with teachers, go to LMS for help.</p> <p>Here's a great LMS and give him/her freedom to do everything they can to create a great program.</p> <p>Work backward (to parents & ?___ info college LMS program of role), inform parents of role, and then forward to administrators and school boards (who and how to implement).</p>

What was learned?	What are the implications?
<p>Impact at middle school level was great.</p> <p>Not having a media program was just as much a negative as low socio-econ level.</p> <p>Engaged librarians made the most difference.</p> <p>Principal needed to understand and have high expectations.</p> <p>Must have quality person in the positive – outreach imp throughout school.</p> <p>Students must have active role in their learning.</p> <p>Library should be collaborative with teachers.</p> <p>100 positions lost in last year – 10% _____ being visible.</p> <p>Harvey – the ideal list.</p>	<p>Training, time constraints, how to do selection, ordering, _____, resources, as well as outreach.</p> <p>Is librarian a teacher of teachers or a support person?</p> <p>But not enough time, not enough training for people to do this job. Building and flying airplane at the same time and plane never ends.</p>

Question: Where do we want to be?

Participants were asked to imagine the ideal library media program. They then engaged in a brainstorming/affinity/multi-vote activity to identify the key elements of a vision for WI Library Media Programs in Wisconsin.

Key Elements of a Vision (from Table Teams)

- Equitable and Universal access beyond walls (57 votes)
- An LM program intentionally engages all subjects, students, teachers in developing 21st century skills. (50 votes)
- Focus on 21st Century Professional Learning Community – School leaders in this (31 votes)
- Library as a hub for active learning (26 votes)
- Well staffed programs (19 votes)
- Collaboration (14 votes)
- Learners are prepared for their future (14 votes)
- LMS is actively involved in school and district leadership (8 votes)
- Professional Development is ongoing. Reaching out to community and Resources (4 votes)
- Instructional development for information skills (3 votes)
- Engages Learners in multiple styles (3 votes)
- Engaged Leadership – guided Innovation and Exploration (3 votes)

Large Group Notes: Vision Conversations

- We need to focus on person not place.
- Library is a place with computers and a person to ensure equity.
- We will have diversity of needs...what kind of services do we offer? Then design place and people to meet the need.
- Need a place.
- We have reinvented the present.
- In vision or program cannot “engage” – has to be a person.
- Place has to move where learning is occurring.
- Common Ground: Identify needs as vision...then identify resources. Resources include staff and location.
- There may be a variation of need between schools.
- The vision statement is too generic.
- How about – Wisconsin’s Library Media Programs/Specialists will lead the way to engage students and teachers in developing 21st Century Skills.
- Concentrate on need and provide.
- Are we developing Vision or View?
- Go back to “what do we want from the kids?” then hold ourselves accountable – we need to identify.
- Often virtual schools use Amazon or Public Library. As long as we have physical schools we need a physical space.

- We don't know what students will need to know.
- Students need to know how to be self-directed learners then they will be self sufficient.
- Some students don't even have a room.
- This summit came about because of lack of staffing issue – we can't ignore.
- There are risks with 21st Century Skills Terminology – should include ready for work and life.
- Big Question: Is information public or private? Is the role of LMS to provide information to all comers?

Elements of a Vision – Post Its

- 6 votes: LMP intentionally engages all subjects and all teachers / students in developing 21st Century skills
 - Curriculum Planning
 - All teachers in all subjects integrate tech and info literacy
 - Adequate LMS curriculum in the District (have none now)
 - Modeling of projects for learning
 - Agreed upon curriculum between all grade levels
- 4 votes – Rich with Resources / LMP provides resources for all
 - Appropriate funding
 - Multimedia for all student abilities
 - Technology resources
 - Provide informed selection of online resources as well as library (physical) materials (books, etc.)
 - Unlimited resources
- 4 votes – Hub for Learning
 - Students are information literate
 - Students actively learning
 - Hub of school
 - Library is Exploratorium
 - Students are life-long readers “Love for Reading”
 - Engaged students
 - Children talk, play, investigate, inquire
 - Students largely enjoy LMC
 - Students creating / synthesizing new information
 - Students are technologically literate
- Professional development
 - Provide training and support for information literacy materials
 - Provide staff development for information literacy materials
- 3 votes – Equitable and Open Access
 - Open to public (Internet and resources)
 - Open before and after school
 - Open access
 - All students have access to resources and technology at home and school
 - Students able to access library's resources

- Global Learners
 - School / District / Community / State / World Connections
 - Takes a Village to Raise a Child – e.g., utilize school and community resources
 - Librarian helps kids to things for community
- 4 votes – Well staffed program
 - Excellent teacher
 - Full-time LMS / building
 - Unlimited staffing (at least 1 LMS per school)
- Collaboration increases student learning
 - Classroom – Teacher and LMS consistently collaborating
 - Collaboration at all levels and all content areas
 - Librarian talks to teachers and together they plan
 - Collaboration across curriculum / planning time
 - LMS collaborate with teachers – interaction – resources
 - LMS out in classrooms (Integration)
 - Librarian guides groups
 - Unlimited book / media budget
 - Access to a wide variety of reading materials
 - High level of \$ support for resources
 - Access to online resources
 - Up to date materials & equipment
 - Up to date technology
 - Enough working computers for each student to use in LMC / digital resource
 - Adequate physical Library Media Center
- 2 votes – Collaborative
 - Collaborative Climate
 - Collaboration with teachers and administration
 - Collaboration with staff, administrators and board members
 - Places for conversation, team discussions, group work
- 5 votes – Universally available
 - All students have the access they need (whenever, whatever, wherever)
 - Ubiquitous
 - Access to staff info not bound by time or place
 - Borderless (space and time)
 - Community – integrated and networked
 - Time
 - Ubiquitous, embedded, omnipresent; not time or place-bound; extends beyond school to home
- 4 votes – Holistic
 - Networked, Connected, Accessible

- 1 vote – Continuous Learner
 - LMS with know how to use, up to date technology
 - Technology skills
 - Help from technology users
 - High levels of PD
- 4 votes – “Art” of LMS
 - About ideas
 - School-wide events coordination
 - Creative
 - Reader Advisory
 - Information harnessed, manipulated, reworked (creative focus)
 - People skills
- 2 votes – Is fully staffed with certified, high quality personnel
 - Library coordinator
 - Assistants in every LMC
 - Full-time LMS in every school
 - Certified Librarian
- 2 votes – Leads school improvement
 - LMS with leadership skills
 - Leadership
 - Strong leaders across school improvement initiatives understand LM program / services
- Soft Skills
 - Guided self-learning (facilitated discovery)
 - Safe-haven for children
 - Limitless possibilities (all students reach higher)
 - Welcoming
- 3 votes – Librarian Engages learners in multiple learning styles and environments
 - Person – engages the students in the learning process
 - LMS engages students and teachers in learning
 - Program – engages the students in the learning process via access to variety of information
 - Staff relay on the knowledge of the LMS
 - Program – integrated into school curriculum
 - LMS works across all disciplines – globally
 - The 1st place stakeholders think of when needing resources and answers
 - People engaged in exploration – research, reading, creation
 - Librarian who models 21st Century Skills for students / staff
 - Person – engages classroom teachers in learning process
 - Library is virtual and physical center for the school
 - Train readers to become leaders
 - Program engages all students in finding, accessing, processing and sharing information and new ideas
 - Students at the upper levels are knowledgeable and confident working within the LMC and with the resources

- 2 votes – Planning; Implementing; Evaluation – 21st Century Curriculum
 - Learning is an active collaborative process
 - Faculty Team teaches with librarian
 - Program is the hub of professional development for school vision and mission
 - LMS included in school committee assignments
 - LMS is a leader, collaborator, and teacher
 - LMS is seen throughout the school
 - Time to collaborate with teachers – librarians – students
 - Teachers have planned collaboration time with LMS
 - Faculty – time to work with librarian in planning curriculum
- 2 votes – Vibrant Staffing to meet the needs of student learning
 - Volunteers
 - Person – full-time in a single school
 - Full time LMS staff in all schools
 - Good student-teacher ratio
 - Full-time Librarian
 - Full personaled but not just one person doing it all (*typed verbatim...don't know what word they were trying to use, M*)
- 1 dot – Provides universal information access
 - A variety of resources being used at one time
 - Unlimited technology tools
 - Well rounded collection books, online resources, audio, visual...
 - Space for classes, small group work
 - Anywhere, anytime, anyplace access to relevant and authoritative resources (*typed verbatim – not sure what word trying to use*)
 - Where the word “I don’t have: access to the resources, the materials” is heard
 - Facility – current materials in both print and non-print formats
 - Several stakeholders: (community, staff, administration, student body) leading the information / 21st Century Skills within the LMC
 - The fix-it / find-it place
 - School – 24/7 access to school databases
 - Program serves all students and educators
- 3 votes – Instills sense of self in the world
 - Technology and information analysis / synthesis
 - Understands and supports integration of technology
 - The LMS is supported by other human beings in the school
 - Collaboration
 - Leadership
 - A teacher of teachers (professional development)
 - A resource to all content areas
 - Collaborative staff and students
 - C2 – Collaborate and Connect

- 5 votes – Active member/leader of Professional Learning Communities
 - Qualified staff
 - Lots of staff
 - Embedded media personnel
 - Present throughout the school
- Staffing
 - Involved – be a change agent
 - Branding of media personnel
 - Marketable / accessible
- Advocacy
 - Teacher process – Big 6 research
 - Literacy (all)
 - Expand horizons for both teacher and students
 - Be a teacher of students
- 3 votes – LMS as a Teacher
 - Move with current technology
 - The LMS is always a member of the school's leadership learning team
 - Regular needs assessment
 - Assessment Literacy in our curriculum and resources to the other areas
 - Reading is inherent
 - The school day is longer to afford opportunities to “be” in the LMC world
 - Well rounded
 - Materials in many languages
 - Global awareness and issues
 - Diverse learners and tools = differentiated learning
 - Cultural, global awareness
- 11 votes – Equity
 - A school's LMC cannot be geographically distinguishable
 - My vision for the 21st Century LMP is for all schools in Wisconsin to have strong LMP. With all students having access to computers, and a LMS
 - Access to technology
 - Devices making information accessible for anyone who needs it at any time
- 2 votes – Foster higher level thinking
 - Creativity
 - Focus on student learning in 21st Century
 - Innovative
 - Curiosity
 - Discovery
 - Project oriented learning and teaching
 - Inquiry-based learning
- Student Communities
 - Community of Learners
 - Social Learning
 - Virtual environments
- Ready Access and Responsible / Use of resources

- Unlimited resources
 - Wireless netbooks management or ITouch or iPod
 - Quality Resources
 - All available resources being utilized all the time
 - Facility management
- 7 votes - Learners are prepared for their future
 - The students and their learning are what is important
 - Information and communication technology literacy center
 - Self-directed learning promoted
 - Self directed learners
 - Students are being prepared for real life
 - Engaged learners
 - On task learners
 - Students are thinking critically about info they have found independently
 - Becoming lifelong learners and readers
 - LM Program is reflecting multiple learning styles and modes
 - Time management skills taught
- 1 vote – 21st Century Skills embedded in standards
 - Technology Skills
 - Problem Solving skills taught
 - Research and information fluency
 - Technology skills enhanced
 - Standards-based curriculum developer
 - Global awareness
 - Students are being drawn into reading
- Learning Communities are Collaborative
 - LM program is affecting classroom teachers – is impacting student learning
 - Collaborative teachers, planner
 - Collaboration with teachers
 - Communication and collaboration center
 - School becomes a conference / learning center with every room linked to audio-video interactive capacity – ITB bandwidth
 - Hub of school – learning center
 - Technology partner with IT
- 4 votes – Sufficient Resources to support student learning with equal access for all students
 - Adequately funded
 - Equal access for all students
 - Resources (\$, equipment, staff, etc.) to support the engaged LMP instruction leader
 - Abundance of current technology and awareness of how to use (LMP must be ahead of digital learners)
 - Equal access to equal resources
 - Equitable: time, resources, PK-12

- LMC – anywhere any time, any plan
 - Mobile – going to the teachers and students (implies mobile resources)
 - LMC facilities reflect current state of learning
 - LMC – no walls / no wires
- 4 votes - students and teachers engaged in learning
 - Active Learners
 - Comprehensive – all students taught, all staff empowered
 - Development of personal learning networks for students
 - Students verbalize own learning needs
- 5 votes – Defines Educate and Advocate for vision of 21st Century LMP
 - Discussion before budget decisions not after
 - Well-planned – students are articulated
 - Planned, taught, Assessed and reported out
 - Global advocacy for LMS
 - Progressive not reactionary
 - Unified vision for goals of program and position (all stakeholders)
 - All stakeholders aware of 21st century role of LMP
 - Educated stakeholders – all stakeholders
- 5 votes – Collaborate, Everyone
 - LMSD teachers / students – co-teaching
 - Model and promotion of collaborative learning
 - Collaboration = LMS-teacher; LMS-student; teacher-student; student-student
 - Embedded with leadership and teaching
 - Teachers – LMC as collaborative team
 - Teachers – LM Specialists and students collaborate as teams
 - LMS on curriculum committee – part of curricular discussions
 - Seamless and ubiquitous – not forced collaboration or contrived – IT is just part of life now, not something to “add in”
- Ongoing Professional Development is essential
 - LMS trained and prepared for what comes next
 - Ongoing learning and professional development for position
 - Teaching first: how do we work with curriculum, assessment and student support?
 - LMP Specialist must be an engaged learner-teacher
 - LMS embedded in district wide ongoing professional development
- Learners are Info Literate
 - Resources include print digital and people as consultants/ experts
 - Focus on helping students access, understand, and evaluate information
 - Just in time – access to resources
 - Promotion of a love of reading
 - Resources that match real world resources (handheld resources: phones!)

- 3 votes – Inviting Space
 - Spaces that accommodate flexibility, access to information, and communication/collaboration
 - Always open
 - Individuals (students and community members) find value in and use the resources for a variety of resources
 - Conducive facilities
 - On demand; as needed: 24/7
 - Spaces are big and available to all kinds of teaching and learning
 - Students feel welcome
- Staffing is appropriate to student needs
 - A full-time 21st Century LMS in every school
 - Full-time librarian
- 3 votes – Professional Development is continuous and ongoing
 - Teacher training on 21st Century skills is ongoing
 - 21st Century Skills Guide and Assessor
 - Internet resources being utilized fully – professional learning community
 - PD around info lit and instructional tech is taking place
 - Personal responsibility enhanced
 - Learning center includes teacher training with 200-day contract year
 - LMS & Library – available at each school
 - Has the services of a highly qualified LMS that is trained in providing 21st Century Learning and Teaching Skills
 - Adequately staffed
- 2 votes – Reaching outside the library walls
 - Virtual library bringing together resources recommended by LMS, teachers and students
 - Community links
 - Community based
 - Working for the community not just school
 - Glass walls
 - Acting as “info officer” – collecting and organizing info resources
- 1 dot – Staff development
 - LMS providing staff development for teachers on 21st Century Skills, technology resources
 - Professional Development on Web 2.0 tools
 - Teacher of teachers
- 5 votes – Defining and teaching the skills needed by students. Working (collaborating) with teachers to implement this curriculum
 - LMS helping students master 21st Century Skills (individual or group teaching)
 - LMS meeting with teachers to develop units (problem based) that integrate 21st Century Skills
 - LMS working as curricular leader in school and district to integrate 21st Century Skills in school’s curriculum

- There is built in collaborative planning time for staff to engage in 21st Century Skill development
- Development of interpersonal relationships
- Curriculum of skill sets
- Curriculum of World Resources
- Non-curricular interdisciplinary
- Groups forming around interests or curricular needs
- Management of chaos theory
- Lots of different activities
- The LMC is equipped with 21st Century technology skills and is staffed by a person that can use those tools to enhance the school curriculum
- Digital resources using databases and reliable websites to gather information
- Students seeking information
- LMS working with students and teachers to management their own info
- Catalyst to critical thinking
- Open doors to resources
- 2 votes – Helping all students – meeting their info needs / inclusivity (student centered)
 - Providing suggestions for strategies, resources, etc. to meet needs of all students
 - It is very inclusive and allows for all the needs of its stakeholders
 - Students working in groups to solve problems and share solutions with the larger world
 - Foundation of / for emerging leaders
 - Students creating knowledge and sharing with others
 - Providing individual assistance
 - Accessible to special needs
 - Foundation of democracy – equity / rights and responsibilities
- Reading (Listening / Viewing) promoted R / L / V, provides access to resources for R / L / V
 - Supporting student independent reading / viewing / listening
 - Matching books to students (readers)
 - Print resources – the best books for students – lots of variety
 - Reinforcing reading strategies and transliteracy skills
- 6 votes – Helping students learn how to learn
 - Children actively working engaged in library
 - Prepare students for lifelong learning
 - Meet students and teachers where they are – teaching beyond walls
 - Prepare students for informed decision making
 - LMS assists students and teachers in using the skills of the 21st Century for life-long learning
 - Connect learners with ideas and information
 - Students learn how to learn

- Children engage in libraries
 - Students – opportunities to learn
 - The LMS assists both individual students and classrooms of students
 - 6 votes – Provide access to library, resources, certified staff
 - Able to have students check out technology
 - Strong resources & budget
 - Access to LMS and Library Media Center whenever school is open
 - Time Open
 - All students have access to technology
 - 4 votes – Guided Innovation / Exploration
 - Integration
 - Library media center is the heart – but doesn't stand alone (veins and arteries)
 - Buzz of collaboration
 - Team teaching of multidiscipline
 - Shared decision making
 - Collaboration among teachers and LMS
 - Engaged students learning 21st Century Skills
 - Student engagement
 - Student activity / motion
 - 21st Century curriculum being implemented at all levels
 - Learner focused
 - Whatever, Wherever, Whenever
 - Production / outcome options
 - 4 votes – Providing for Engaged Leadership
 - Enthusiastic directions
 - Approachable facilitator
 - Not dependent on a person
 - Every classroom, every grade level, every subject area
 - Heavily used and occupied
 - Equitable and accessible
1. Instructional development for info skills
 - a. Define skills needed by students
 - b. Collaborate with teachers on units (interdisciplinary)
 - c. Do staff development to help teachers master skills
 - d. Implement units and team teaching and meeting needs of all students
 2. Reaching outside the library “glass” walls
 - a. To community
 - b. Virtual library

- *These post it notes did not have a header card*
 - All have access to resources
 - Supported by stakeholders
 - Adequate support staff
 - Resources material
 - Everyone has access to the LMC, when needed
 - LMS program is rich in resources – both print and technology
 - Full-time LMS
 - Adequate professional staff
 - Full-time support staff
 - The LMS is the “school Librarian” resources for students and teachers
 - Wireless access network provided by state
 - Listens to students
 - Inviting place
 - Database information is valued and used effectively as print reference materials are used today
 - Lots of materials and current
 - Center of the school
 - Collection development and management
 - Resources available before and after school hours
 - Digital resource manager and teacher
 - Global access
 - LMS a digital resource provider

Question: How will we get there?

To answer the question, participants were first introduced to the concept of “Levels of Fix” (Level 1 = Fix the Problem, Level 2 = Fix the Process, Level 3 = Fix the System) and then asked to brainstorm all the “fixes” they could think of to close the gap between the current situation and the vision. Participants shared their ideas and then voted on priorities.

Top Priority Strategies (large group)

- Institutionalize change. Require all teachers to have information literacy training for licensure (40)
- Explore new delivery systems, i.e. roving librarians, virtual librarians, teams into buildings to model & move on (32)
- Establish accountability for who teaches what. Expectations based on students’ needs. Move accountability to Curriculum in DPI (32)
- Implement different staffing models—how LMS’s are assigned (24)
- Build awareness of libraries & bring community into library (14 votes)
- Inquiry-based learning more project-based throughout curriculum (13)
- Standardized test results linked to library program (4)
- Clarify role of LMS (4)
- Identify what the inequity issues are related to, i.e. language, jobs, transportation (not losing CSF ever) (3)
- Reallocate resources, such as where CSF is most needed (3)

LEVELS OF FIX: Notes from Table Teams

LEVEL 1

- Professional development
 - Develop processes for identifying and remediating or off-loading, uncooperative, reluctant, territorial LMSs.
 - Ongoing professional development requirements for school personnel in.
 - Certification processes that identify and require characteristics that lead to enthusiastic, collaborative and innovative LMSs.

- Resources
 - Identify all areas that compromise delivery of equitable access (transportation, jobs, language, etc.) and seek remedies.
 - Is the library a physical space? At what level does it become a concept?
 - Continue to make CDE funding contingent on the availability of a physical space to run a school library.
- Education and Advocacy
 - Student advisory board members at school, district, state-level
 - Inform and educate administrators about the importance of libraries
- Staffing
 - Prioritize staffing needs vs. wants
- Differentiation
 - Target at-risk schools and districts for improvement in equity and access with additional support
 - Determine student levels of need
 - Brainstorm current and potential library services
 - Work to bring efficiencies to library management - collection, check-out/in, database information
 - Work to understand and find ways of distributing a collection of books (common to all) to an online clientele rather than a walk-in clientele
 - Rethink design of a library layout
 - Rethink collection size and make-up to reflect changing needs
 - Review licensing for LMS. Define
 - DPI forms a task force to provide guidance on LMS PDP and Induction programs for LMS. Need standards.
 - 4K library media – define
 - Full reciprocity with Illinois & Minnesota for licensure.
 - Establish district level focus groups to implement plans of change
 - Salary/benefit reductions to save LMS jobs
 - Review and make recommendations for sufficient LMS staffing ratios
 - Mandate staffing levels based on enrollment at FRL
 - Mandate an LMS in every school
 - Have a LMS in all schools at level 1-6 in 2-3 years
- Regulate & Monitor Funding (Audit) CSF
 - Service plan as a reporting requirement for CSF. Document needs assessment. What services are provided? Who delivers services? Signed by district clerk.
 - Students demonstrate proficiency in ITLS
- Define LMS FTE
 - Collect LMS “in se” data
 - Defined % of FTE – LMS at every school
 - Gov’t recommendation for personnel – LMS or time for Ss to receive instruction

- Collaboration Time
 - Provides for collaboration at many levels
 - Staff development in content areas
 - Work to relate pro-education leaders at all levels
 - Collaboration at district and school levels
- Equalize access to equipment
 - Provide access to all kids – laptop and internet access
 - Need more computers/tech equipment for students
 - Computers for every student
 - Providing one-to-one computing!
 - At least we have a LMS part of time (when positions are split)
 - Eliminate copy machines and printers
 - Support virtual schools by providing collaborative meeting space (virtual _____)
- Professional development
 - Develop catch fun video “how-tos” for using current Badger link resources and promote them.
 - Provide on-going, collaborative professional development.
- Staff and space
 - _____ adequate staffing.
 - Support physical spaces for community learning in all elementary and middle schools
- Increase digital capacity
 - Internet access to rural libraries
 - Access information anytime, anywhere
 - Expand band-width
- Ensure appropriate staffing
 - Staffed libraries
 - Fully staffed libraries
- Define skills and roles – prioritize
 - Information campaign – get the word out about what SLM programs do
 - Get administration support for teachers working on collaborative units integrating 21st Century Skills
 - Do libraries need to teach or can they get teachers to teach skills?
 - Develop process/method for collaborative unit development (skills/resources/tech)
 - Define skills that all students need
 - Is there a certain grade level or subject area to focus on in each school?
- Educate teachers and administration. Require collaboration
 - Require staff to engage in a specific amount of PD around 21st Century Learning skills.
 - Train students and teachers to use library resources in proficient manner.
 - Make sure every school has a “quality” space to house their physical library.
 - Educate teachers and administrators – 21st Century Skills unit dev. to incorporate skills.

- Mandate staffing
 - In order to collaborate have all teachers work an 8 hour day and use the extra hour to form fluid collaboration groups to share information and instructional strategies.
 - New statute requiring each school to have an LMS.
 - Every school should have at least a .5 LMS to staff the library.
 - Assign a LSM at every school library.
- Funding changes – mandates (federal approach)
 - Consolidate schools until the organization of schools fits
 - _____.
 - One cent sales tax for schools and public libraries.
- Establishing a flexible program
 - Volunteer to teach skills to teachers
 - Meet with classroom teachers monthly at grade level
 - Provide time for the LMS to work with students and teachers.
 - Make sure each school has adequate support staff.
- Evaluation of Program
 - Develop an Evaluation tool for SLM

LEVEL 2

- Ensure professional development
 - Trained LMS
- Decentralize
 - Move technology into the classroom
- Staffing
 - Share – train employ people (LMS) resources across systems
 - Organizational review and could school and public libraries be the same?
- Funding
 - Increase standards and requirements as funding improves
- Collaborate to design and deliver curriculum
 - LMS as part of district data analysis for student achievement
- Involve the SLM specialists in the curriculum – should be core
 - Lesson/unit design to include “collaborative partners” as essential
- Encourage collaboration – demand collaboration
 - Prioritize budget needs based on student needs for your school
- Provide SLM with support in terms of people and time to do the “collaborative” job
 - Provide sustained networking and support for single LMS in small districts
- Adjust professional development to reflect current LMS
 - More staff development to help teachers with 21st Century Skills
 - Retrain LMC staff in the ways of working collaboratively and actively in an online environment
 - Work with UWs and tech schools to develop shared vision and training of future “librarians”

- Identify and getting funding sources
 - Establish LMC staffing endowment
 - School finance adequacy plan that address LMS staffing and resources
 - Seek to create funding/grants to reinstate “Carnegie” library concept of “look”
- Increase funding
 - Sharing of resources between districts, more like UW system.
 - State level intervention in funding for staff.
 - Maintain targeted resources to designate purpose
 - Receive federal dollars to offset cost of global equitable access
 - Increase resources (taxes)
 - Provide LMS to schools who have eliminated position to demonstrate possibilities
- Funding
 - Examine common school funding expenditures
- Staffing
 - Pass a law requiring IFTE certified library media specialist in each school
 - Challenge the current model
 - Promote the good (which districts are doing this and are they getting rewarded)?
 - Put a good librarian in each school full-time
- Redistribute/share resources and expertise
 - Examine how CSF are allocated. Is per pupil working?
 - It’s all about relationships – connect SLM with each other virtually
 - Determine if a district or regional “virtual library” is feasible. How can it be adapted for school and students contribute?
 - Collaboration between a high performing school and one that needs help.
- Test skills
 - 21st Century Skills more the focus of assessment system (if this drives what we do)
 - What gets tested gets taught. Test information literacy.
- LHS certification
 - Change library media programs (courses) in certification programs.
 - Delete the masters degree requirement of certified library media higher education programs
 - Change benchmarks in school library media specialist certification.
 - When getting certified as an educator one or more course(s) required need to be the collaboration LMS.
 - Examine LMS certification process
 - Re-evaluate the certification of LMS. What needs to be added?
- Teacher and administration prep programs
 - Market information literacy and technology service public staff students.
 - Communication with all and variety of vehicles.
 - Address use of CSF in schools with no LM (accountability)
 - Identify future technology trends for reading/group processing/research

- Address services our student learners will need as they prepare for the future.
- Be involved where learning is occurring.
- Provide leadership at the university level to integrate information literacy/technology skills in all educational curriculums.
- Train pre-service teachers in information literacy.
- Prepare teachers skilled in finding and using information.
- Communicate LM lo/ed admin and teacher programs
- Equitable access

LEVEL 3

- Funding legislation
 - Legislation that changes state funding formula
 - Change current funding process
- Change
- Break with tradition
- Alternate support
 - How can we team with the business world? Higher Ed?
 - Since state cannot come up with funding; advocate for federal support (look out of the box)
- Explore ways to create joint community libraries and services
 - Pilot program (grant incentives) to consolidate school and public libraries in rural areas.
- Review and redesign funding formulas and distributions for libraries
 - Categorical aid from state (like CSF)
 - Pool \$ to fund schools at state level.
 - Change the way we fund libraries
- Implement and explore staff regulations and models
 - Plant the seeds model rather than assigning an LMS to a specific school...develop teams of LMSs that deliver focused intense instruction in a school for a period of time, modeled to the teaching staff who will continue instruction and team moves to next school for extensive period.
- Allow students to develop their own education and programs or technology method.
 - Advocate for 21st Century Skills
 - Define 21st Century Skills
- More “on-point” training/education for SLM specialists (whether thru ongoing or initial credentials education)
 - Change how education is funded in the state.
 - Address staffing at the state level- defined levels, etc.
 - Revamp current state funding to address equity issues
 - Make state funding available to those who wish to pursue LMS certification.
- Equity of access
 - Provide every child, parent and teacher access to training in use of collaboration tools.

- Operate LMCs 24/7
 - Adopt 21st Century Skills or “whatever you call them next” as core standards.
- Time
 - Have time, materials and equipment to teach skills effectively
 - Have time etc. place materials to collaborate
- Fix the funding problem
 - Improve school funding from state
 - Funding for hardware (computers, access points, replacements)
- Advocate for funding in equity and adequacy
 - Funding
 - State funding at \$300/Ss
 - Create a fund to provide universal access to information (e.g. one laptop per child)
 - Engage unions/union activity in political action to fix way schools are funded.
 - State doesn’t diver common school fund to fix its budget.
 - State level bidding and purchasing of equipment. Eliminate the need for staff at local level.
 - Sue the state for its unconstitutional inequitable school funding system.
 - Convert school level credits into school aid
 - Fix the way schools are funded through legislation/legislators.
- Review curriculum development process
 - Provide one library card system statewide
 - Place students on all curriculum committees
 - State wide curriculum?
- Redesign preservice programs and certification options
 - Pay bonuses for teachers who have kids create 21st Century products!
 - Create a LM paraprof certification
 - Train teachers for fostering college and career readiness (21st Century Skills)(IHE)
 - Design alternative licensure levels and certification pathways/levels
- Ensure/provide equal access to information/resources
 - Provide state-wide online resources. Badger Link includes e-books, audio books, text, movies, etc.
 - LMS services for ALL
 - Conversation changes to be about what’s right for kids vs. no new taxes.
 - 24 x 7 ex. Ask away. This could then be found like Badger Link.
 - Person who is available to “teach” 21st Century Skills and questions and guidance.
 - Use Badgerlink as a start for a statewide school virtual library.
 - Access via Badgernet for every school to virtual LMC with live person.

- Ensure access
 - Public and school library collaboration – joint staff.
 - Statewide access to different databases provided by state.
 - ^ to ^ for all students to get access
 - All teachers and students have access to technology into 24/7
 - After school programs at school and/or public library
- Ensure proficiency of teachers and LMS
 - Professional development equal to instruction
 - All teachers new and current demonstrate proficiency in 21st Skills.
 - Training needs to be different, more emphasis on teaching 21st Century Skills.
 - Strong reading strategies, background.
- Legislation
 - Revisit Standard H by defining terms of the standard.
- Funding
 - Work towards a change in how WI funds education
 - Restructure school funding
 - Funding changes – too many to write down
- LMS education
 - New LMS will be highly trained and have the capacity to work with all students at every level.
- Fund equity of access at school and home
 - Establish school library with equitable digital access and collection at every school.
 - Build the infra-structure to provide all families with internet access and laptops/notepads.
- Teacher and administration education institutionalize change
 - Expand every teachers license to include information literacy
 - Teacher and administration education focus on 21st Century Skills development.
 - Provide 21st Century Skills training for all educators in the state.

“ORPHANS” (no categories)

- Find ways to deliver LMC services without having a “place.”
- How to navigate a plan for shifting realities.
- Provide training and role models
- Develop best practices (can use to evaluate)
- Provide role models and best practices for excellent “WOW” SLM programs and specialists
- CESA “bands” of library-technology people
- Provide home delivery of books from central warehouse.
- Create regional or statewide virtual libraries.
- Door to door, technology services
- Public libraries and schools truly collaborate. Learn to share resources.
- Look at systems that are working across the state and how can we build on it. Can we create stronger connections with public library, etc.?
- Define a new LMT delivery system.
- Roving librarian via the web? Or short commute? District with no LMS share instead of dropping totally.
- Provide equitable anywhere, anytime access.
- Provide equipment, materials for all students (accessibility)
- Make sure every home has a bandwidth and access to common pool of resources.
- Make sure every kid has computer and cell phone with camera.
- Training and information for school boards and administration.
- Make state funding available for staff development.
- Seek out more training for LMC staff.
- Include LMS in all professional development opportunities in your district.
- Develop a rubric for administrators to use to evaluate LM programs/services.
- Design trainings/tool for administration on evaluating LMS service programs (include staffing).
- Provide more resources digitally for the entire state (e.g. Badger Link).

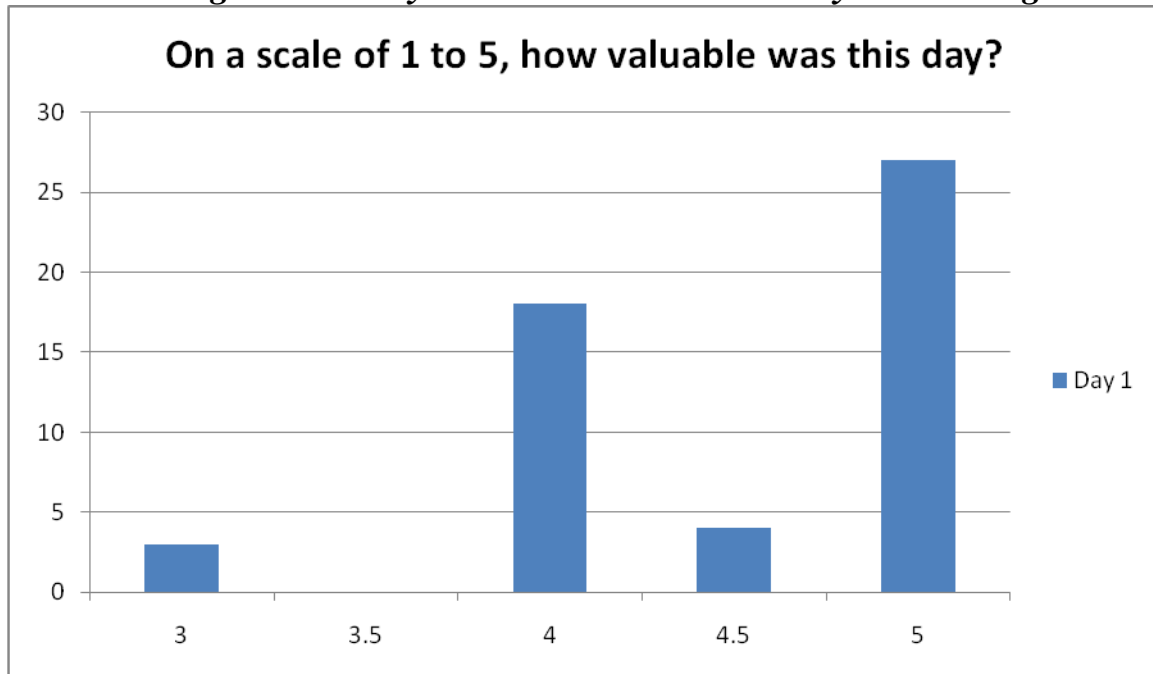
Action Teams

Planning Committee members each took leadership for 4 Action Teams based on the top strategies (which were merged). Participants joined Action Teams by area of interest:

- **Teacher Licensure.** Institutionalize change. Require all teachers to have information literacy training for licensure (40) Inquiry-based learning more project-based throughout curriculum (13) Identify what the inequity issues are related to, i.e. language, jobs, transportation (not losing CSF ever) (3) Reallocate resources, such as where CSF is most needed (3)
- **Staffing Models.** Explore new delivery systems, i.e. roving librarians, virtual librarians, teams into buildings to model & move on (32) Implement different staffing models—how LMS's are assigned (24)
- **Accountability.** Establish accountability for who teaches what. Expectations based on students' needs. Move accountability to Curriculum in DPI (32)
- **Communication.** Build awareness of libraries & bring community into library (14 votes) Standardized test results linked to library program (4) Clarify role of LMS (4)

Wisconsin School Library Summit – Day 1

Envisioning 21st Century Learns and School Library Media Programs



4.5 overall score

What was most useful about this day?

- Developing the collaborative spirit at the table team.
- The reflections after each bit of information.
- Engagement of cross cutting groups.
- Sharing, listening and learning.
- Different points of view were given voice.
- Hearing perspectives from school board, community and business members – gaining a wider perspective about the constituents and state wide state of affairs.
- Listening to diverse perspectives, parents and school board.
- Meeting new people from across the state and listening to their stories about library programs in their district.
- To understand more about libraries (schools and public). To understand and how to interpret the information of the summit to pass along to other LMS.
- Exchanging ideas so that we can think “outside our comfort zone” and outside of our constraints that we work with every day.
- Being able to discuss what is going on with the LMS and students in the state.
- Communicating with people from the educational community.
- Understanding AhHa’s and OhNo’s and Needs and Wants of students.
- Engaged everyone. I liked the diversity of people represented here.

- Identifying critical issues. Identifying vision and mission of this summit. Identifying going beyond words to meaningful actions.
- The wisdom of the people at my table. The panel – excellent.
- Voices of all aspects of education. I got a much broader view of media specialists in our education system.
- Communication and sharing with others interested in students thriving through strong LM programs.
- Having a chance to interact with a small group and hear what other group's thoughts were. Framing our work in a positive light.
- Voices of school board, parents, panel discussion.
- Video and panel.
- Voices of different stakeholders (board members, parents, LMS). Voices of students.
- Trying to define problems and then trying to try define some solutions (narrow the focus).
- Hearing a variety of perspectives – parent, administration, school board, etc. This sets the stage for tomorrow's work.
- Spending time meeting new people before we had to work. I felt more comfortable with them during our discussion time because I got to know them during dinner.
- Hearing all the different perspectives.
- The collaboration among our table, it was nice to be split. Hearing the different voices – students, administration, teachers – they all need to work together. Much was known already but good to review.
- Opportunity to hear from panel and to voice our AhHa's and OhNo's.
- I learned that education all around the state of WI share the same concerns about the lack of library services in the MPS.
- Networking – finally with a variety of people with the same goal/job.
- Conversations – like views – goal is what's best for students.
- Hearing the AhHa's and OhNo's at the end of the day. School board lobbyist – great perspective.
- Different points of views.
- The high quality dialogue at our table.
- Diverse voices.
- Laid groundwork – background information that will guide us tomorrow.
- Opportunity to share at the table.
- Sitting at a table with a variety of stakeholders.
- Listening to people from different positions at our table.
- Hearing the perspectives of panel and getting the framework for decision making.
- A variety of perspectives.
- Some of the ideas exchanged – already giving me new thoughts!! Got rid of some stuff – we kind of know each of the new so we can work effectively tomorrow.
- The way background information was organized and built to the panel. Although I want to see how tomorrow is framed by tonight's work.
- Student-teacher discussion regarding what's working well.

- Hearing all the things that are happening in school library media. The challenges are daunting but the enthusiastic ideas are great.
- Mixing together different voices at the table very valuable. Panel was good spark to discussion.
- The opportunity to hear a wide range of opinions and information regarding libraries (LMCs) and 21st Century learning skills.
- Beginning the discussion in a logical and well thought out process.
- Group report out of AhHa's and OhNo's.
- Hearing ideas, experiences across stakeholders communities.

What could have been improved about this day?

- A bit of chocolate at dinner.
- Sound/acoustics in the room. (2)
- It has been a great day!
- Great day/evening.
- Start earlier (2)
- More understanding of relationships between LMS and classroom.
- How can we change funding?
- At our table, be more succinct. Not everyone gets heard in time allotted.
- Nothing. Good introduction into what will lead us to our next stop.
- I think the variety, timeliness can't be improved on – nor the background information. I realize not everyone had the same information as I have learned or heard.
- Too many school media specialists, more board members.
- Things OK.
- A little more expanded foreshadowing of day 2.
- Panel – board member offered new perspective, but other points were well-known to audience.
- Keep table sharing short and to the point. Don't worry about going over.
- More discussion time to dig deeper into area (e.g. 21st Century).
- Seems to have gone well.
- All is well.
- Can I answer this tomorrow?
- A lot to accomplish – rushed for time to share reflections.
- More space in room – all in all, very good.
- Additional discussion of 21st Century skills and school curriculum today.
- Everything went so fast and it was a challenge to process all of the information given.
- Not sure.
- More people at decision making level (school board and administrators).
- Break (2)
- More time (5)
- NA or None (6)

What would you like to learn more about?

- Rating system for evaluating possible cuts in school budget.
- OK
- Statements from each table.
- Model programs that work the cycle of transition, it can't happen overnight.
- Team teaching/teachers training teachers.
- Coaching/co-teaching – how other programs run.
- What to do to move from a “position in transition” to an invaluable position because it impacts student learning.
- How to turn problems into opportunities and finding action steps to take.
- How to share this information with my school and my school district.
- Voice threads.
- Strategies to fix the problem.
- What other districts are doing about the budget cuts in their districts.
- Define the 21st Century. Role of LMS.
- Looking forward to tomorrow.
- Collaboration to help solve the problem.
- What percentage of media specialists have been cut from the State of Wisconsin schools?
- The administrator voice.
- How can we better communicate our values to administrators about the skills we teach?
- Share ideas about how to address our issues.
- We heard our principal's method for decision making regarding staff priorities...would be interesting to hear more.
- How do we move forward?
- Why communities and boards don't value libraries/certified staff.
- How people other than myself can get involved.
- Advocacy strategies for the media specialist roles.
- Understanding better what the school media specialist does.
- How school districts are applying 21st Century skills paradigm.
- What is happening across the state? What school leaders really think about library media programs and 21st Century skills?
- What is happening in the state with LMCs?
- School board, government, community perceptions about LMC.
- How to communicate about 21st Century skills to the general public.
- State status of library media specialists – so we have #s – schools with/without?
- Who else is in the room beyond my table?
- Effective programs.
- Pressures – changes – challenges they face.
- How other districts insure digital equity.
- How to educate those with the fiscal responsibilities.

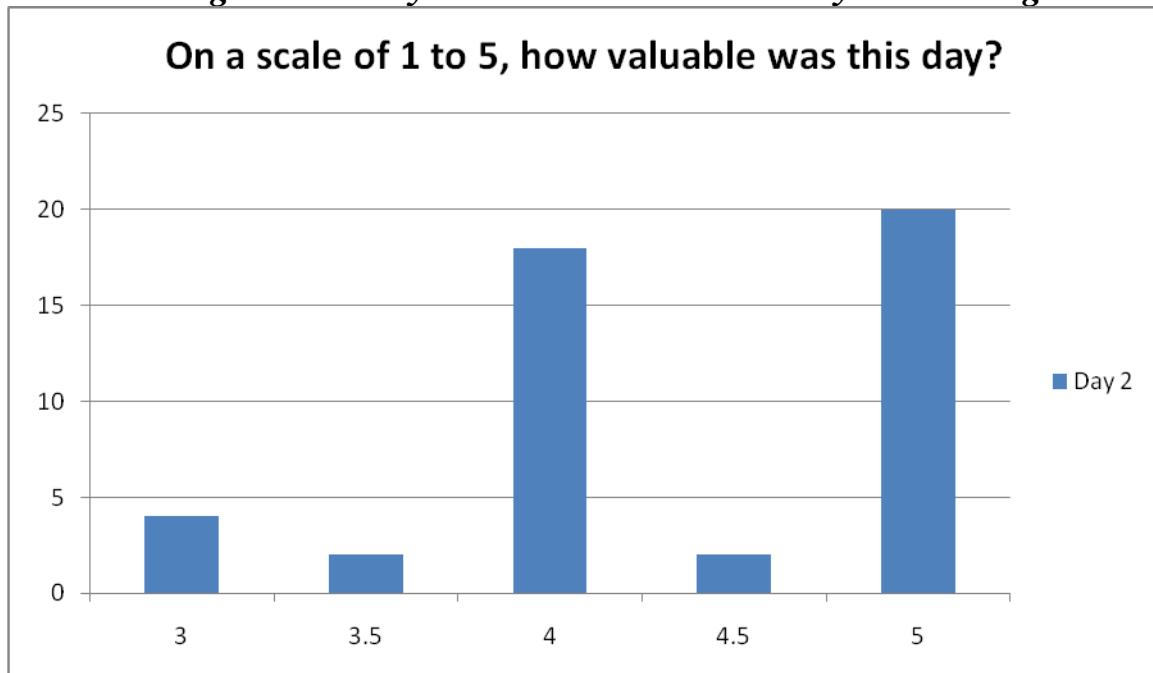
- Strategies for growth that include processes for letting go of traditional, redundant work.
- Nothing right now, seems like a good start.
- NA or None (2)

Additional Comments:

- Great start. Thank you!
- I look forward to tomorrow.
- Nancy Anderson rocks!
- Thank you!
- Thank you for making this happen! There is potential for great good here.
- I like my table group!
- This meeting kept moving. Time flew by.
- Thanks for keeping to time! (2)
- Good information.
- Very positive group of people.
- Great people. Wish we had more time to discuss.
- I suspect the “value” will be high overall – quality session. ☺
- Great facilitators! Positive, upbeat and likeable.
- Great job facilitating.
- I’d like the focus of discussion to move to how do we get these skills taught – new approaches to embedding skills at all levels including colleges!
- Thanks for handling all the logistics (food, rooms, etc.) so well.
- Great facilitation and organization.
- Great panel.
- NA or None. (1)

Wisconsin School Library Summit – Day 2

Envisioning 21st Century Learns and School Library Media Programs



4.35 overall score

What was most useful about this day?

- Great energy in room. Loved the collaboration of table teams.
- All my colleagues and students who are now colleagues.
- Hearing how things have changed, problems, good things, since I left the classroom 8 years ago.
- Meeting many differing individuals.
- Opportunity to talk with others about the issues.
- Convergence of ideas.
- Affinity diagramming for vision and strategies.
- The session where we framed the “problemtunity” part 2.
- Very interesting discussions.
- Meeting the people.
- It was very beneficial to have many new points from many different roles and areas within the state.
- Process for moving forward.
- Being able to meet with other school librarians and people who support libraries in WI.
- Hearing ideas from others.
- I am holding judgment until I see if the action groups make something “new” happen.
- The ideas that flowed.

- Topic is critical.
- Process and depth of table discussions.
- Focus and the final move in the wee hours to really suggest some strategies for change. Good representation of stakeholders – wonder if we should have had a student(s) or at least reach out to them at some point.
- Networking and a system of getting results!
- Breaking into action groups – rejuvenating.
- Format facilitated action not just talk. Participants were all highly motivated, open-minded, care deeply about students in this state (and like-minded in teams of desire to see action). Raised important equity issues.
- Working with many like and unlike minded people...the only way to come up with truly new ideas and approaches.
- Affinity process worked well. Great conversations with people at our table.
- Sharing ideas, information, and perspectives.
- Table groups and hearing different points of view.
- It brought people from diverse backgrounds and perspectives to begin to identify types of problems/opportunities for change.
- The encouragement to think into the future!
- Everyone had an equal voice. Well facilitated process that brought out a lot of very good ideas.
- Being able to share with others and actually feel like we are taking some action.
- Good process without complaining.
- Sharing information and ideas with others. The facilitator kept us right on track.
- Time to listen and reflect and discuss.
- Having a variety of stakeholders at this summit. This is a great mix of experience to tap into.
- Networking with all stakeholders. Planning for strategic action.
- Keeping people on task and honoring our time.
- The setting was nice. Everyone seemed very nice and knowledgeable. Staying on time is important even if difficult at the moment.
- Building awareness of needs across the state.
- The people assembled. The action teams work time.
- Verbalizing how I feel/think – and being affirmed by others.
- The ability to network and discuss with others from around the state and gain a better perspective on what's happening.
- Working with _____ and committed people. Articulate conversations.
- Identifying strategies to move forward and implement change.
- Collaboration with diverse group. Loved my table team.
- Collaboration with librarians, school board members, WEMA members, district librarians, etc.
- Collaboration.
- The various levels of collaboration and the position spirits of the participants. Everyone seemed passionate about the work that needs to be done.
- The connections with other people. You kept it moving.

What could have been improved about this day?

- Less process and more brainstorming time.
- Articulation of category labels.
- Very useful, kept moving at a good pace.
- The focus of the late morning and afternoon may have been a bit more constructive if the focus of the original question was a bit more future focus.
- Grouping ideas into categories didn't always work. The categories were not well defined so often repetitious, so it was difficult to vote. Strategies were all fairly short term fixes.
- More discussion time.
- I just couldn't make the 1st day. 1 day yes but 2 no.
- Room acoustics were difficult.
- Thinking change.
- Felt we were not always given enough time to express ideas. Did not feel like we were always heard.
- Clearer focus on purpose for the summit – expected outcomes?
- More time to really talk through issue. Voting could have been done online. Needed face-to-face time to really work through issues.
- Facilitated a discussion that got us to ask the really hard questions: What is beyond/different than 21st Century Skills? How do we deal with fast changes and that it is okay to talk, redefine ourselves and our program.
- Timeline for next steps not clear for conference overall.
- More discussion around improving outcomes for kids.
- Maybe summarizing the information the first evening prior to the meeting, so more time could be allocated to brainstorming and strategies. I understand some folks needed that information as well.
- Creating a NING to help keep communication and sharing going (or something similar). Date/deadlines for action groups.
- Why depend on paper for collecting information. Would have been so much easier if data had been summarized up on the computer screen.
- Same basic information could have been presented in advance.
- Soooo rushed (but I suppose this is just my learning/working mode...need thinking/processing time).
- The discussions were very rushed.
- More school board/administrator involvement with this process.
- While brainstorm/affinity/multi-vote process worked for group activities, I'm not sure it did to desired outcomes/discussion of some important issues.
- It got a little confusing when we started work on our ideal library program and then changing the topic to libraries 5 years into the future. Maybe start a Wiki where we can all participate/collaborate.
- Less time spent on where we are and more time devoted to where we need to go. It would have been helpful to know about the timeframe 3-5 years out.
- Identifying the vision could have been explained with more parameters.
- Maybe the summit could have dealt with a lot fewer topics and we could have spent more time talking about our action plans.

- More time? Could have had time to process and get further.
- Longer.
- Absolutely nothing.
- Send out information prior (background about library, articles). Condense so we have more time to brainstorm (be visionary) and work in action teams.
- More time.
- It was good to get comfortable with table mates, but maybe mixing things up would have broadened my perspectives.
- Meet in summer when I'm off of school.
- It was awesome! I would have liked a list of participants with contact information in our packets.
- The summit was good but perhaps a review of the overall K-12 policy and reform environment would have been of use.
- Define vision prior to meeting.
- Longer time – more chance to discuss with others and “digest ideas” that are presented.
- Time. Should have gotten to vision _____ earlier.
- It was very intense and I needed a little more time to process and reflect.
- Started earlier in the day instead of at 5 pm
- Excellent summit.
- More time (2)

What would you like to learn more about?

- Ongoing data on library media positions information on progress. Changes in licensing.
- Please contact me if we can help to improve opportunities for students. (John Peter, WEAC Gov. Relations)
- All teams could have information available.
- DPI final report.
- How can the state regs (H) be changed to increase school library staffing?
- Vision of DPI for our state and the focus of education. Specifics.
- What was left out of the action team that were _____ - seemed to be much more to deal with on a state level – i.e. funding, resources, etc.
- How to communicate this issue with WASB/WASDA.
- What the others/active groups have said. What's our next step?
- I hope that ideas not getting the most votes will be recorded and the group will stay apprised of it.
- How to develop standards about who is really responsible for actually teaching and assessing college and career-readiness?
- Core standards. Rollout and timing.
- What sanctions are imposed on districts without Library Media Specialists?
- Tools to take back to my school board (resources, information, training).
- About action plan teams – their direction.
- Next step actions.
- What other states are doing.

- Ongoing feedback from each action group. Ongoing establishment of concise timeline.
- What we really (honestly) can accomplish with negative budgets it is not realistic to say we want a librarian in every school. Do we need to be in line when school funding changes are enacted?
- Could the summit establish a model or some (no funds needed) method of posting our work, progress, comments, etc.
- How will the smarter, balanced assessment consortium play into this?
- Progress/results of this summit – ongoing.
- What ultimately can come of what we do – when we have ideas that go to an action stage, how can we enact them?
- Difference in information writing skills that support the 20th and 21st Century.
- How will school libraries and public libraries collaborate?
- Make Ning or other web 2.0 tool to share and work on action plans!
- Communication and marketing LMS. The funding of libraries (schools).
- DPI end result of this summit.
- The vision statement and how we can submit our thoughts if we are not on that team or any of the other teams for that matter.
- Collaboration with other LMS.
- NA or None (1)

Additional Comments:

- Where does state stand on 21st Century skills?
- Please put all information on. Thanks to Kate B.
- Create social network for this summit's work and ideas.
- This is a very important topic that needs to be addressed. I am glad that the initiative has been taken to make this happen.
- I agree with the people who spoke about this summit changing focus from staffing school libraries to programs. We do not have the luxury of 5 years time to be educating all of our students on a full-time basis.
- New standards could have been part of our background information. Can we have names, addresses, emails of participants emailed to us?
- Thank you for putting out the idea of putting this on a Ning or other social networking site.
- Would like to know name of book each team leader had on teamwork/problem-solving.
- Looking forward to seeing what is generated. Hopefully the process doesn't take too long – time is our enemy.
- Excellent facilitation.
- Creating a NING (or something similar) to help keep communication and sharing going. Nancy, I'll help with the NING training. Email me – Michelle Byholm
- Maybe work in small groups about vision statement. Even though there is a visioning committee I wish there had been more time for more group input. I don't think the vision statement is at all different from the statement of purpose of this meeting.

- Use social networking to keep members informed about what other teams are doing/proposing and provide comments.
- Don't want to travel for future work – can we meet in a virtual setting? Bring an update to the next WASB/WLA convention.
- Continue communication with the whole group.
- Jan did a great job facilitating. Very good representation of stakeholders.
- The accommodations were great. The meals were great. It seems like a long time between summits – can we speed up the process. Technology changes quickly, we need to move quickly too.
- Thanks for the accommodations! They were great.
- Wiki for group. Google site.
- I would love to see DPI clarify Standard H to hold districts accountable to the intent of the law/staffing recommendations.
- Set up a Ning for this group please.
- Thank you for the opportunity.
- Great energy and great people – difficult issue, but I'm hopeful about it.
- Well done summit!
- That website was a good idea.